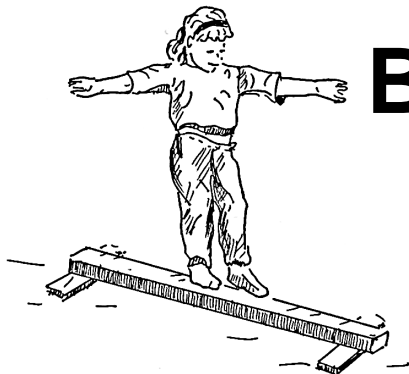


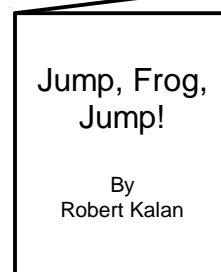
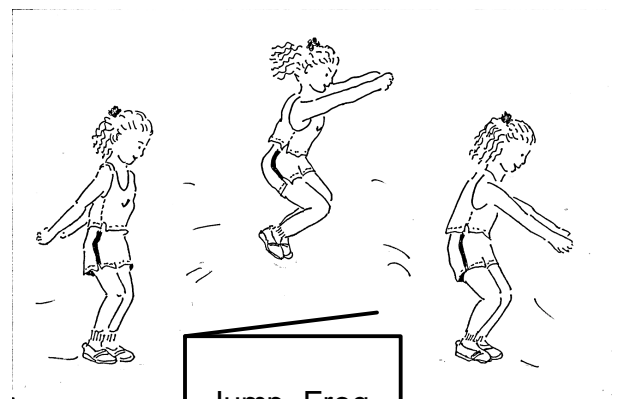
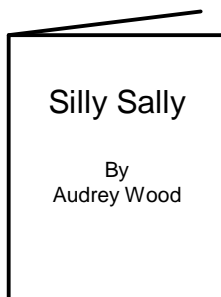


# Books and Movement – A Magical Mix



## B.A.M.M.M.!

September 2005  
I Can Dance



## Learning Activity #2 – I Can Dance

Book: *Giraffes Can't Dance* by Giles Andreae

Illustrated by Guy Parker-Rees

<b>Benchmarks</b>	<p>2.6 Shows through movement what is felt and heard in various musical tempos and styles</p> <p>3.1 Shows enjoyment of books and stories and discussion of them</p> <p>4.9 Freely participates in gross motor activities</p> <p>4.12 Shows balance and coordination</p>
<b>Stability Skills</b>	<ul style="list-style-type: none"> <li>➤ Turning</li> <li>➤ Twisting</li> <li>➤ Bending</li> <li>➤ Stretching</li> <li>➤ Swinging and swaying</li> </ul>
<b>You will need:</b>	<ul style="list-style-type: none"> <li>✓ Poem: "The Giraffe"</li> <li>✓ Picture of a giraffe (locate using a web search for "giraffe")</li> <li>✓ Book: <i>Giraffes Can't Dance</i> by Giles Andreae, illustrated by Guy Parker-Rees</li> <li>✓ CD or tape such as Dance Party Fun or All Time Favorite Dances or CDs or tapes that have music such as waltz, boogie, Latin music, reggae and Irish jig</li> <li>✓ CD or tape of lullaby or soft music</li> </ul>
<b>Introduce the Activity</b>	<p>Say the poem, "The Giraffe." As you say the last line, show the children the picture of the giraffe.</p> <p style="text-align: center;">"The Giraffe"</p> <p style="text-align: center;">I went walking one sunny day And guess what I saw coming my way?</p> <p style="text-align: center;">I saw an animal walking toward me Eating the leaves off the top of a tree.</p> <p style="text-align: center;">He had the longest neck I've ever seen As he ate the leaves that were so very green.</p> <p style="text-align: center;">This animal I saw was really quite tall With legs so thin I thought he might fall.</p> <p style="text-align: center;">This strange looking animal was a sight to behold. This very tall animal was a giraffe, I'm told.</p> <p style="text-align: center;">-Dot Brown</p>

<p><b>Present the Story</b></p>	<ul style="list-style-type: none"> <li>• Prepare to read the book, <i>Giraffes Can't Dance</i></li> <li>• Invite children to tell you what they know about giraffes. Ask questions such as, "<i>Have you ever seen a giraffe?</i>" "<i>Where did you see a giraffe?</i>" "<i>What are some things you noticed about the giraffe?</i>" "<i>How tall do you think a giraffe might be?</i>"</li> <li>• Show cover of the book, give title, author and illustrator. (Explain that author is person who writes the book and illustrator is person who draws the pictures)</li> <li>• Ask children if they think giraffes can or can't dance and to explain their answers.</li> <li>• Read book with children sitting so all can see the pictures.</li> <li>• Follow up with questions such as, "<i>Were you right?</i>" "<i>Could Gerald the giraffe dance?</i>" "<i>What music did Gerald dance to?</i>" "<i>How do you think Gerald felt when the other animals called him clumsy and weird?</i>" "<i>How do you think Gerald felt when he danced and the animals said, 'Gerald's the best dancer that we've ever seen'?</i>"</li> </ul>
<p><b>Extend the Story</b></p>	<ul style="list-style-type: none"> <li>• Explain to the children that it's now time for them to dance. Ask them to stand, hold hands and make a circle. Then drop hands.</li> <li>• Tell the children that you're going to play some music and invite them to listen to it and move like the music tells them to move. Say, for example, "<i>This is a waltz.</i>"</li> <li>• Play one dance tune and observe the children. Do they seem to be responding to the tempo they are hearing?</li> <li>• Tell the children you're going to play a different tune and invite them to listen to this one and move like the music tells them to move. Say, for example, "<i>This is reggae.</i>"</li> <li>• Observe the children to see if they respond differently to the second tune than they did the first one.</li> </ul>
<p><b>Conclude the Session</b></p>	<ul style="list-style-type: none"> <li>• Ask children to sit in a circle and listen as you play a tune just for listening. Play a calming tune such as a lullaby or soft music.</li> </ul>
<p><b>Try these additional activities</b></p>	<p style="text-align: center;"><b>Play Different Music</b></p> <ul style="list-style-type: none"> <li>• On other days play different types of music.</li> <li>• Observe to see if the children respond to the different musical tempos and styles.</li> <li>• Ask the children to identify their favorite tunes.</li> </ul>



### **Take a Listening Walk**

- Reread the book, *Giraffes Can't Dance*, before going on the walk.
- Discuss the sounds Gerald heard in the jungle: grass and trees swaying, cricket playing the violin.
- Explain that you are going on a listening walk. This means you will need to be really quiet so you can hear all the sounds around you.
- Ask the children to predict what sounds they might hear on their walk.
- Take a walk around the playground, the neighborhood or the school grounds.
- Return to the classroom after the walk and ask children to recall all the sounds they heard on their walk. Were their predictions correct?
- Record on marker or chalkboard all the sounds the children heard. Here is an example of how to write what the children might say.

### **Our Listening Walk**

John said, "I heard birds singing."

Andrea said, "I heard airplanes."

- Read their dictation back with the children.
- Invite children to draw pictures of what they heard on their listening walk.
- Write on their drawing their dictation about their walk if they request this.

### **Add Music to the Learning Environment**

- Play lively dance music as children are playing in learning centers. Have the volume loud enough so children can hear the music, but not so loud that it interferes with their conversations.
- Observe to see if any of the children are responding to the music as they play.

### **Enrich the Learning Environment**

- Add castanets and tambourines to the music center
- Add dance costumes and ballet and tap shoes to the dramatic play area